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THE UNIVERSITY OF ALBERTA

A COACHING CERTIFICATION PROGRAM FOR FIELD HOCKEY

by

WENDY DIANE CARSON (C)

A THESIS

SUBMITTED TO THE FACULTY OF GRADUATE STUDIES AND RESEARCH

IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE DEGREE

OF MASTER OF ARTS

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EDMONTON, ALBERTA

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THE UNIVERSITY OF ALBERTA

FACULTY OF GRADUATE STUIDES AND RESEARCH

The undersigned certify that they have read, and recommend to the Faculty of Graduate Studies and Research, for acceptance, a thesis entitled "A Coaching Certification Program for Field Hockey" submitted by Wendy Diane Carson in partial fulfilment of the requirements for the degree of Master of Arts.

Ruby J. C. Anderson
Supervisor

Susan Hall

Margaret Ellis

Date September 24, 1975

DEDICATION

This Thesis is dedicated to Sue Neill, whose enthusiasm, persistance, support and contributions were offered throughout the development of the thesis.

ABSTRACT

The purpose of this study was to develop a Canadian coaching certification program for women's field hockey that would be acceptable to the Canadian Women's Field Hockey Association.

The sub-purposes of this study were to evaluate three certification clinics and to make revisions and recommendations to the program.

A basis upon which to start building a certification program was needed so the following steps were taken:

(1) Field hockey associations in other countries and Canadian Women's Field Hockey Association members were contacted with regards to their views on certification.

(2) The game of field hockey was analyzed and the techniques placed into five progressive levels.

(3) Level I and Level IV were expanded, for it was at these two levels that certification would take place first.

(4) The Coaching Association of Canada provided funds for a Canadian Women's Field Hockey Association Working Committee to meet and revise Level I and Level IV.

(5) Level II and Level III were then developed.

The Canadian Women's Field Hockey Association accepted the certification program in principle in March, 1974 and it was given to the author and the Coaching Committee to develop further.

The O'Keefe Sports Foundation assisted in bringing Miss Brenda Read from Staffordshire, England, to Canada as National Coach. A major responsibility of Brenda Read's was to help implement a certification program.

A Level IV clinic was held in July, 1974, with Brenda Read instructing. Revisions were made to the certification program after the Level IV candidates completed a questionnaire on various aspects of the clinic.

One Level II and two Level I clinics were held in the spring of 1975 and recommendations for future revisions of the program were made after the candidates completed a questionnaire on various aspects of the clinic.

Each of the levels in the certification program had the same format. The level was introduced with a statement about what would be expected of a coach who succeeded at this level. Six areas were then outlined in the Local Level. They included a description of the coach at this level, the prerequisites for the candidates, the length of the course, the cost of the course, the course instructors, and the award received by a successful candidate. Level I, Level II and Level III had eight areas outlined. They

included the six areas listed above plus the method of evaluation, and the validity period of the certification at any level.

The material for the course was then outlined to the candidate. All levels again had a similar format with four headings in each. The first was content, the second the objectives of the candidate, the third the method for the dissemination of the material, and lastly the length of time in hours.

The content was divided into various aspects of the game of hockey. One area pertained to the individual techniques needed when in possession of the ball. A second area dealt with those techniques that are needed when attempting to gain possession of the ball. A third aspect for consideration was the techniques needed so a player could work with her/his team-mates against an opponent. A fourth consideration was the development of team play, both in attack and in defense. A fifth area was the techniques needed in goalkeeping. Each level had tactical sessions that were at the level of the candidates and theoretical sessions that did not pertain specifically to field hockey such as the role of a coach, the role of a captain, team selection, development of practices, motivation, conditioning, audio-visual aids, and field hockey research.

Behavioral objectives were defined beside each of

these above areas so that the candidate could read what was expected from her/him after a particular content area had been covered.

ACKNOWLEDGEMENTS

This author would like to thank her committee, Miss Ruby Anderson, chairman, Miss Sue Neill, and Dr. Margaret Ellis, for their time and assistance in the completion of this thesis.

A thank-you is also extended to those Canadian Women's Field Hockey Association members who so kindly shared their views on certification with the writer, and to Brenda Read, National Coach 1974-75, whose help in organizing the course content was invaluable.

The financial assistance given by the Coaching Association of Canada in bringing the working committee together was very much appreciated.

A special thanks is extended to Kathy Broderick, Canadian Women's Field Hockey Association Coaching Chairman, 1974-75, for her "never-ending" work at organizing the clinics, and the candidates.

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CHAPTER I

STATEMENT OF THE PROBLEM

Introduction

Women's field hockey in Canada was under the jurisdiction of the Canadian Women's Field Hockey Association. The purposes of the Canadian Women's Field Hockey Association were "to promote and to further the best interests of field hockey for women and girls throughout Canada."[1] All provinces had field hockey associations that were under the guidance of the Canadian Women's Field Hockey Association. These Provincial associations assisted in the development of the game in their cities, schools and communities within the province.

Provincial Associations are interested in improving the standard of play in their area and the coach should be a major contributor to raising this standard. To ensure that correct information is disseminated by the coach to field hockey players, the following should be considered:

(1) A coach needs to have a sound basis in coaching techniques and related areas of study.

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[1] Canadian Women's Field Hockey Association. Constitution. May, 1975, p. 1.

(2) A coach should be encouraged by her/his field hockey organization into becoming qualified.

(3) A progressive program would encourage coaches to keep abreast of the latest developments in the game by attending clinics.

(4) A program that includes input from coaches from other countries could be of interest due to the fact that different methods of presentation and techniques of coaching would be shown and could thus be evaluated as to their effectiveness in coaching.

The Canadian Women's Field Hockey Association recognized the need to develop coaches and in 1973 the Coaching Committee proposed a Five Year Development Plan for the Association. This plan included the registration of all coaches, the development of a National training scheme for players at both the Junior and Senior levels, Regional Under 23 Tournaments and the development of a National certification program.

The Problem

The purpose of this study was to develop a Canadian coaching certification program for women's field hockey that would be acceptable to the Canadian Women's Field Hockey Association.

Sub-Problems

(1) To evaluate a Level IV clinic and to incorporate the revisions into the program.

(2) To evaluate a Level II clinic and to make recommendations for future revisions of the program.

(3) To evaluate a Level I clinic and to make recommendations for future revisions of the program.

Need for the Study

There was a need in Canada for the development of a field hockey certification program so that coaching standards could be improved. A coaching certification program would supply direction, material, and up-to-date techniques for all coaches who attend a course.

Limitations of the Study

(1) The Level IV coaching certification clinic that was evaluated was held without a pilot clinic.

(2) Coaching certification schemes that had been developed by other associations were studied.

(3) Suggestions and recommendations for the coaching scheme were received from interested people such as Dorothy Talbot, Canadian Women's Field Hockey Association Coaching Chairman, 1971-75;

Sue Neill, Canadian Women's Field Hockey Association Finance Chairman, 1971-75; Jean Macheath, English coach; Eric Broom, University of British Columbia lecturer; and Geoff Gowan, Technical Coordinator of the Coaching Association of Canada. Their opinions were examined and some were accepted into the program.

(4) Level IV, Level II and Level I clinics were attended by a small number of candidates. Revisions and recommendations, therefore, were based upon a limited amount of feedback.

Definition of Terms

The Canadian Women's Field Hockey Association, hereinafter referred to as the C.W.F.H.A., was "an association of recognized Provincial Women's Field Hockey Associations as may be admitted to membership by the Board of Directors of the C.W.F.H.A."[2]

A Coaching Certification Program was a plan that outlined, in progressive levels, the techniques, tatics, and strategies of a game. A coach attained certification through attending and successfully meeting the requirements of the certification clinic.

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[2] "C.W.F.H.A. Coaching Certification Program." January, 1975, p. 1.

A Local Level clinic was "designed to introduce the coaching of field hockey to interested persons with little or no previous background in the sport."[3]

A Level I clinic was designed to enable a coach to impart to her/his players, "not only the techniques of the game, but also an understanding of when the techniques could be used to best advantage."[4]

A Level II clinic was designed so that a coach could "possess more detailed knowledge of the game,.. and be able to conduct progressive coaching sessions with a senior team over an extended period of time."[5]

A Level III clinic was designed to familiarize a coach with current trends in international play, to stimulate new ideas so that an innovative approach to the game may be presented to players, and to produce leaders in the coaching field in Canada.

A Level IV clinic was designed so that a coach could possess the knowledge needed to coach or assist with the coaching of a national team or national team level players. A C.W.F.H.A. Working Committee, upon evaluation of the program after a Level IV clinic, adopted a four level

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[3] Ibid., p. 15.

[4] Ibid., p. 18.

[5] Ibid., p. 23.

system instead of a five level system. As a result, the Level IV material was incorporated into the Level III section.

The Behaviorial Objectives of the Candidate referred to a statement that expressed the terminal actions and knowledge that a candidate would be expected to display. According to Rushall and Siedentop, "each element must be described in observable and measurable terms."[6] This description would enable a candidate to read what was expected of her/him before the evaluation took place at the end of a clinic.

The National Coach referred to an individual who was hired to help improve the calibre of play in field hockey in Canada and to help raise the standard of coaching through assisting with the implementation of a Coaching Certification Program. Brenda Read, through the assistance of the O'Keefe Sports Federation, was hired as C.W.F.H.A. National Coach from July, 1974 to August, 1975.

The Coaching Association of Canada, hereinafter referred to as the C.A.C., was an association for any person interested in coaching. A member received a monthly bulletin containing coaching hints and a list of

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[6] Brent S. Rushall and Daryl Siedentop, The Development and Control of Behavior in Sport and Physical Education. (Philadelphia, 1972), p. 39.

the many audio-visual materials that were available for purchase.

The Canada Summer Games was a government-supported sports event that occurred every four years. The purpose of the Games was "to stimulate enthusiasm for amateur sports throughout the country and to strengthen mutual understanding and friendship among athletes from different areas of Canada."[7]

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[7] Canada Games Council, Canada Games Handbook. (Ottawa, 1975), Section I, Chapter I, p. 1.

CHAPTER II

REVIEW OF LITERATURE

Introduction

> "Techniques in coaching have become increasingly more scientific during this century. The intricacies and complexities in the coaching situation reach far beyond the grasp of the average person."[8]

This statement points out that an individual who has an interest in coaching, no matter how great that interest might be, is not in a position to do an adequate job until she/he has received some background in the techniques of coaching.

The coach, according to Maetozo, influences a player more than any other factor.[9] Many people, however, do not have any background for managing and developing athletic teams or athletes and yet they want to become involved in the coaching area. These individuals need to feel that they have been prepared for such a task and that the athletes are receiving correct information from them.

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[8] Robert N. Singer, Coaching, Athletics and Psychology. (New York, 1972), p. 1.

[9] Matthew G. Maetozo, "Standards of Professional Preparation for Athletic Coaches", in Certification of High School Coaches. (A.A.H.P.E.R., 1971), p. 7.

Untrained coaches, stated Esslinger, cannot extract from a performer his athletic potential.[10] He went on to mention that in order to have quality education, there must be quality leadership. This statement could also be applied to the sporting realm. In order to produce a quality athlete who is capable of progressing to a high level, quality coaching must be received by that athlete at every level to which she/he aspires. A coach who lacks preparation in the coaching area, will be handicapped when assisting an athlete who is working towards a higher performance level. Esslinger felt that a certification program would ensure, that at least, a minimal requirement was met by any coach.

A view, expressed by Gillian, was that individuals who are interested in coaching beginners should be highly qualified.[11] He felt that many of these beginners could be young athletes with no playing experience and hence it was of vital importance to give a sound basis upon which to build further skills.

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[10] Arthur A. Esslinger, "A Proposed Plan for Certification of High School Coaches", in Certification of High School Coaches, ed., M.G. Maetozo (A.A.H.P.E.R., 1971), p. 27.

[11] F. Gardner Gillian, "The Principal Looks at Coaches and Their Qualifications", in Certification of High School Coaches, ed., M.G. Maetozo (A.A.H.P.E.R., 1971), p. 9.

The O'Keefe Sports Foundation

In 1973, Carling O'Keefe Brewery made available a large sum of money to be used by Canadian sports governing bodies. The objective of the Foundation was "to encourage and improve amateur sport in Canada, specifically through the medium of coaching."[12] This annual grant was to be used to train selected Canadian coaches and to make use of the services of top coaches from abroad. The Carling O'Keefe Brewery could have directed this money into many different areas of sport such as facilities, player development, and research; however, the area of coaching improvement was selected because of the need that Canada had for upgrading the standard of coaching.

The Coaching Association of Canada

The C.A.C. was encouraging Canadian sport governing bodies to develop a coaching scheme that would upgrade the standard of coaches and thus the level of play. Dr. Geoff Gowan, Technical Coordinator, has been employed by the C.A.C. since August, 1972. One of his primary responsibilities during the years 1972 to 1975, was to assist sport organizations in the development of their coaching certification programs. Gowan pointed out to the National Sport Governing Bodies that certain procedures

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12 "O'Keefe Launches Sports Foundation", Coaching Association of Canada Bulletin No. 2 (C.A.C., 1973), p. 1.

should be considered when developing a certification program. They are:[13]

(1) Critical examination of existing programs.

(2) Determining the number of levels needed. Of these levels - does the National Association run all of them?

(3) Examination procedures.

(4) Movement from one level to another.

(5) The examiner(s).

(6) Personnel who are capable of developing course content, running clinics.

(7) Finances.

(8) Incorporation of "old coaches" into the "new" system.

Existing Programs - Field Hockey (Women)

The All England Women's Hockey Association had a Coaching Qualification Scheme which consisted of two levels: the "Coach Award" and the "Advanced Certificate" (Appendix A). In addition to these two levels a separate program entitled the "Junior Secondary Teacher's Hockey Certificate" was formulated so that teachers could be recognized for their ability to coach players under the

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[13] Geoff R. Gowan, "Coaching Certification. Questions to be Asked by Working Committee". Information sheet, (C.A.C., 1973), pp. 1-2.

age of fourteen (Appendix A).

The Scottish Women's Hockey Association had a certification program that led to an "Elementary Coaching Certificate" (Appendix A).

Programs in Various Stages of Development

Many Canadian Associations such as archery, badminton, boxing, curling, field hockey (men), figure skating, football, gymnastics, skiing, cross country skiing, speed skating, soccer, synchronized swimming, track and field, volleyball and yachting adopted a five level program. Many of these associations had developed the first three levels.[14]

National Coaching Development Program

In 1974, a National Coaching Development Program for coaches was designed by the C.A.C. and the Ontario Department of Youth and Recreation. The purpose of this horizontal program was "to ensure that all functioning coaches have the necessary fundamental knowledges and skills that are prerequisites to their coaching effectiveness."[15] This material was not specific to the sport,

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[14] Geoff R. Gowan, "Development of Various Certification Programs", a Letter to the Author, (C.A.C., 1975).

[15] Geoff R. Gowan, "Coaching Certification", unpublished material, (C.A.C., 1974), p. 2.

such as leadership, sport psychology, motor learning, sport's medicine, biomechanics, growth and development, exercise physiology, and training methods.[16] The C.A.C. were encouraging Sports Governing Bodies to incorporate this horizontal plan into their certification scheme. The link between the horizontal and vertical programs was to start at Level I of the horizontal program, proceed to the first level of the vertical (sport) program, and gain experience by coaching and putting the material from these clinics into practical use. A candidate would then move on to Level II of the horizontal program.

Field Hockey Books

Few books on field hockey stated the order that techniques should be learned. The outline for the techniques, however, was frequently the same. The headings in most texts started with the dribble, then the push, stopping and receiving, drive, tackling, flick, evasion, attack tactics, defense tactics, goalkeeping, and lastly, set situations.[17,18,19]

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[16] National Coaching Development Program, Instructor's Manual, Level I, (C.A.C., 1974).

[17] Mildred J. Barnes, FIELD HOCKEY, The Coach and the Player, (Boston, 1969).

[18] Melvyn Hickey, Hockey for Women, (London, 1962).

[19] Carol A. Bryant, Hockey for Schools, (London, 1969).

Before leaving Canada in 1975, Brenda Read wrote a handbook for teachers who wanted to introduce the game to beginners.[20] The material in this book progressed from dribbling and evasion, to the push pass, then the drive, receiving, tackling, goalkeeping, set situations, structuring practices, introducing the game, attack and defence duties, and tactical ideas.

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[20] Brenda Read, Field Hockey for Beginners, A Handbook for Teachers, (C.W.F.H.A., 1975).

CHAPTER III

THE DEVELOPMENT OF THE PROGRAM

A basis upon which to start building a certification program was needed and thus individuals who had expressed an interest in the development of a coaching scheme were contacted. Field Hockey Associations in different countries were contacted in an attempt to examine existing programs. The All England Women's Hockey Association's Coaching Scheme was received and reviewed. Plans were received from the C.A.C., on various sports, and information such as content, number of levels, and implementation was noted.

The C.W.F.H.A. Coaching Committee members were contacted in order to obtain their opinions on what areas of study they felt should be included in a certification program. The 1973 Provincial and Canada Summer Games coaches were asked for the preparation that they received for coaching in relation to the number of courses they had attended, their playing experience, and their coaching experience.

An analysis of the game of field hockey was done (Appendix B). Different techniques and tactics of the game were identified and then placed into five levels,

as recommended by the C.A.C.

A proposal was constructed that included the level, prerequisites, length of course, content, method of evaluation, examiners, description of the coach, and the validity period for the successful candidate. The content material, provided the basis for the design of the prerequisites. It was recommended in the proposal that the examiner initially be an individual who was from outside the C.W.F.H.A. This material entitled "Proposed Certification Levels", was presented to the March, 1974 Annual General Meeting of the Association for its consideration (Appendix C). The members at the A.G.M. accepted the program in principle and permission was given by the Association to develop it further.

Level I and Level IV were expanded (Appendix D) for it was at these two levels that certification was to begin. A C.W.F.H.A. Certification Committee, of which the writer was a member, then met to approve Level I and Level IV and to clarify points that were vague. Level II and Level III (Appendix D) were then developed from the original overall plan.

Brenda Read from Staffordshire, England, was contacted by the C.W.F.H.A. Coaching Chairman to see if she would be interested in assuming the National Coach position for the Association. A budget submission was sent to the O'Keefe Sports Foundation asking for their assistance in bringing Miss Read to Canada. Both materialized

and Brenda Read arrived in Canada, for a one year term, in July, 1974. Her appointment involved travelling across Canada giving hockey clinics to players, coaches, selectors and umpires.

A Level IV clinic was held in July, 1974 with Brenda Read as the instructor. An evaluation of Level IV was obtained by means of a questionnaire sent to each candidate (Appendix E). As a result of the responses to the questionnaire, major changes occurred. They were as follows:

(1) Five levels were changed to four levels because:

(a) The C.W.F.H.A. Working Committee felt that the Level IV material was complete and only a small amount of information could be added to Level V.

(b) Fine distinctions between the levels was difficult to make.

(c) A local level was needed for individuals who were new to the game of hockey.

(2) The numbering of the levels was changed from I, II, III, IV and V to Local, I, II, and III. This change occurred because the first level was designed for anyone who was interested in becoming a field hockey coach regardless of past experience. Its emphasis was on the attainment of sound knowledge in the basic techniques. It was therefore renamed "Local Level".

(3) The evaluation procedure for the Local Level was changed and attendance at the clinic was the only criteria that qualified the candidate for a Local Level participation certificate.

(4) The National Coach specifically requested that more emphasis be placed on coaching the game. Content was then adjusted to include this aspect.

(5) The marking procedure of the practical section of the Level IV clinic was found to be inadequate. The percentage grade was changed to a pass-fail grade in Level I, II and III.

(6) The candidates felt it best if their practical examination was held some time after the clinic so that they could assimilate the material from a certification clinic and put it into practice before being tested. This procedure was adopted into the new levels.

One Level II certification clinic and two Level I certification clinics were held in the spring of 1975 with the revised program in operation. All candidates were asked to evaluate the clinic by responding to a questionnaire that was similar to the Level IV form, with minor variations (Appendix E). The results of the Level IV, the Level II and the Level I clinics were compiled and Table I shows a percentage breakdown for each question.

The responses by the candidates indicated where future

TABLE I

EVALUATION SUMMARY

HEADING	LEVEL / NUMBER OF CANDIDATES / RESPONSES (%)	IV 8 Yes/No	II 11 Yes/No	I 7 Yes/No
ADMINISTRATION				
1.	Did you receive adequate information prior to the clinic?	37.5/62.5	63.6/36.4	42.8/57.2
2.	Was the length of the clinic suitable?	100.0/ 0.0	45.5/54.5	100.0/ 0.0
3.	Was the time of year suitable to you?	87.5/12.5	91.0/ 9.0	71.4/28.6
4.	Were the facilities for the clinic suitable?	87.5/12.5	63.5/36.4	100.0/ 0.0
5.	Did you feel the prerequisites were suitable?	87.5/12.5	72.7/27.3	85.7/14.3
6.	Did you feel that there was enough free time to review notes, exchange ideas, and just relax?	87.5/12.5	36.4/63.6	28.6/71.4
CONTENT				
1.	Was the content of the course clearly outlined prior to the clinic?	75.0/25.0	100.0/ 0.0	0.0/100.0
2.	Did you have any preconceived ideas of what you were going to get out of the clinic and were they met?	100.0/ 0.0	81.8/12.2	85.7/14.3
3.	Did you feel that the content was covered thoroughly? If NO, what areas would you emphasize or de-emphasize?	62.5/37.5	63.6/36.4	71.4/28.6
4.	Did you feel that each session was informative to you? If NO, please comment.	100.0/ 0.0	63.6/36.4	100.0/ 0.0

TABLE I (CONTINUED)

HEADING	LEVEL NUMBER OF CANDIDATES RESPONSES (%)	IV 8 Yes/No	II 11 Yes/No	I 7 Yes/No
EVALUATION PROCEDURES				
1. Did you feel adequately prepared for writing the exam?		75.0/25.0	45.5/54.5	57.2/43.8
2. Did you feel you were given sufficient time to complete the written exam?		100.0/ 0.0	63.6/36.4	85.7/14.3
3. Did you feel that the questions on the written exam tested your knowledge and understanding of the game?		75.0/25.0	72.7/27.3	85.7/14.3
4. Do you feel that having the practical evaluation no sooner than two months after the clinic is a good idea?		OMITTED	81.8/18.2	57.2/43.8
5. Do you feel that the format for the practical evaluation was adequately explained to you?		100.0/ 0.0	27.3/72.7	28.6/71.4
PRESENTATION				
1. Were the methods of presentation suitable for each session?		100.0/ 0.0	81.8/18.2	100.0/ 0.0
2. Did you feel that adequate opportunities to express your opinions were available?		100.0/ 0.0	91.0/ 9.0	100.0/ 0.0

TABLE I (CONTINUED

HEADING	LEVEL NUMBER OF CANDIDATES RESPONSES (%)	IV 8 Yes/No	II 11 Yes/No	I 7 Yes/No
MANUALS				
1. Did you find that reading the manual prior to the clinic was of benefit to you?		Manual Not Available	91.0/ 9.0	0.0/100.0
2. Did you feel that the manual was a good guide as to the material that was covered?			100.0/ 0.0	100.0/ 0.0
3. Do you feel that the manual will act as a good reference source when you coach?			100.0/ 0.0	85.7/14.3
4. Do you feel that the manual includes all areas covered by the clinic?			91.0/ 9.0	85.7/14.3
CONDUCTING CLINICS				
1. Do you feel you have been adequately prepared to conduct a clinic?		12.5/87.5	27.3/72.7	71.4/28.6
2. Do you feel that all participants should be instructed in how to run clinics? If NO; do you feel that this material should be covered after the participant has obtained a certificate?		62.5/37.5	54.5/45.5	71.4/28.6

revisions to the program could take place. In the administrative area, half of the candidates felt that they received the information about the clinic too late. This material, if received early, would help the participants in preparing for the clinic. A second comment in the administrative area pertained to the amount of free time the candidates had to review notes. The participants from the Level II and the Level I clinics expressed the view that their days were full and they did not have enough free time to review notes and to exchange ideas.

A second area for change pertained to content and how efficiently it was covered. The Level I candidates did not receive a course outline prior to the clinic. This point again emphasized the need for early mailing of all pertinent information. Approximately one-third of the participants at all clinics felt it important to have more time spent on the art of coaching a full game situation so that each candidate would have this experience. This point was included as a revision to the first program, however, these responses showed that the time spent on the art of coaching the game should once again be increased.

A third area for consideration had to do with the evaluation procedures. Half of the candidates from the Level II and the Level I clinics did not feel prepared to write the final exam. Many of the comments pertained to the lack of time during a day to review notes and to

the length of day which caused them to be too tired to study. Approximately 72% of the participants did not feel that the practical examination was adequately explained to them. The candidates wanted to be fully informed as to what would be expected of them during their practical examination.

A fourth area for consideration for possible revision to the program concerned the lack of preparation received by the participants for conducting future clinics. As can be noted from Table I, 87.5% of the Level IV candidates and 72.7% of the Level II candidates did not feel adequately prepared to conduct a clinic. The candidates realized that they may not achieve an acceptable standard and therefore not be qualified to instruct at a certification clinic. However, it was felt that the Provincial Associations would still ask them to conduct clinics in their area and it was therefore important that they knew how to conduct these clinics.

CHAPTER IV

COACHING CERTIFICATION PROGRAM

(REVISION II)

Local Level Coach

The Local Course is designed to introduce the coaching of field hockey to interested persons with little or no previous background in the sport. Attendance at a Local Level Course is acknowledged by a participation certificate. The course should assist participants to coach beginners in the basic skills and simple tactics of the game.

A. Description of a Local Level Coach

(1) A Local Level Coach should be able to introduce the game to beginners and instruct them in the basics of field hockey as outlined in the objectives.

(2) A Local Level Coach should possess knowledge of the essential techniques required to play the game.

(3) A Local Level Coach should possess elementary knowledge of simple tactics.

(4) A Local Level Coach should be able to interpret the rules of the game.

B. Prerequisite

(1) Candidate must have read the manual and the rules book.

(2) Minimum 16 years of age.

C. Length of Course

Total 7 hours.

D. Cost of Course

E. Course Instructors

Individuals appointed by a Coaching Certification Committee who have obtained a Level I, II or III certificate or their equivalent.

F. Award

The candidates will receive a participation certificate.

LOCAL LEVEL CERTIFICATE CONTENT

CONTENT	OBJECTIVES OF CANDIDATE	DISSEMINATION OF MATERIAL	TIME (HOURS)
A. Description of the game.	Describe the aim of the game and its procedure.	1. Film 2. Lecture	3/4
B. Playing areas and equipment.	1. Describe the field markings and surface requirements. 2. Recommend suitable equipment for individual players.	1. Lecture	1/4
C. The essential techniques for playing the game. Dribbling. Evasion. Dodging. The push. Passing. Receiving. The bully. Tackling - Straight. 2 handed chase.	1. Demonstrate these essential techniques. 2. Teach these basic techniques. 3. Detect and correct fundamental errors evident when these techniques are executed.	1. Instructor - explain - demonstrate 2. Candidate - participate	2
D. The rudiments of goalkeeping.	1. Demonstrate the stance and positioning. 2. Demonstrate basic stopping and clearing techniques. 3. Teach these stopping and clearing techniques.	1. Instructor - explain - demonstrate 2. Candidate - participate	1/2

CONTENT	OBJECTIVES OF CANDIDATE	DISSEMINATION OF MATERIAL	TIME (HOURS)
E. Coaching method. Structuring practices. Organizing large groups. Presentation of demonstration. Communication techniques.	1. Design suitable practices. 2. Organize practices. 3. Make an effective demonstration. 4. Using appropriate techniques for communicating information.	1. Instructor - explain - demonstrate 2. Candidate - participate	3/4
F. Basic principles of offence and defense and how to coach the game.	1. Describe a basic defensive system and help players with positioning. 2. Describe basic offensive strategy and help players with positioning. 3. Explain elementary principles of passing.	1. Instructor - explain - demonstrate 2. Candidate -participate	1
G. Rule Interpretation. Rule 11 Offside. Rule 12 Fouls.	1. Understand the rules. 2. Incorporate the rules during coaching sessions.	1. Instructor - explain - demonstrate 2. Candidate - participate	1/4

CONTENT	OBJECTIVES OF CANDIDATE	DISSEMINATION OF MATERIAL	TIME (HOURS)
H. Set play situations. Centre bully. Free hit. 16 yard hit. Push-in. Penalty corner and corner.	1. Explain the procedure for each situation. 2. Relate the rules governing each situation. 3. Organize players into position both offensively and defensively.	1. Lecture 2. Instructor - explain - demonstrate 3. Candidate - participate	1 + 1/2

Level I Coach

A Level I Coach should be able to impart to players not only the techniques of the game, but also an understanding of when the techniques can be used to best advantage. A Level I Coach should encourage players to develop an awareness of basic strategy so that they can make appropriate adjustments to their positioning. Reading the game assumes some importance at this level of play.

A. Description of a Level I Coach

(1) A Level I Coach should be able to instruct players in the techniques of the game as stated in the content.

(2) A Level I Coach should be able to instruct players in basic strategy.

(3) A Level I Coach should be capable of selecting a school or club team.

(4) A Level I Coach should be capable of preparing a school or club team for match play.

(5) A Level I Coach is eligible upon invitation to conduct Local Level Courses.

B. Prerequisites

(1) Candidate must possess a Local Level Participation Certificate and have coached a team for a minimum of 13 hours.

OR

have coached a team for a minimum of 20 hours. (A letter of verification required.)

(2) Candidate must have read the Local Level Manual, the Level I manual and the rules book.

(3) Minimum 19 years of age.

C. Length of Course

Total 18 hours.

D. Cost of Course

E. Evaluation

Candidate must achieve at least 75% on the written examination at the end of the course before being allowed to take the practical examination at a later date. The practical examination will be marked on a pass or fail basis. Candidate may not take the practical examination until two months have elapsed following the completion of the course. Candidate must take the practical examination within one year of the completion of the course.

(1) Written examination. Time: - 1 1/2 hours.

(2) Practical examination. Time: - 1 hour.

(1.1) Demonstrate and coach specified techniques to a group of players with limited experience.

(1.2) Organize and coach a specified strategic

situation.

(1.3) Coach the game.

F. Instructors and Examiners

Individuals appointed by a Coaching Certification Committee who have obtained a Level II or III Certificate or their equivalent.

G. Validity Period of the Level I Certificate

The Level I Certificate is valid for a period of five years and may be renewed by auditing a Level I Course.

H. Award

The successful candidate will receive a pin and a certificate.

LEVEL I CERTIFICATE CONTENT

CONTENT	OBJECTIVE OF CANDIDATE	DISSEMINATION OF MATERIAL	TIME (HOURS)
A. The role of the coach.	1. State the objectives of a coach. 2. Describe the role of a coach.	1. Lecture 2. Discussion	1
B. Basic techniques. Dribbling. Evasion. Dodging. The push. The drive. Passing and receiving. The bully. Tackling - Straight 2-handed chase.	1. Demonstrate the basic techniques. 2. Analyze the basic techniques. 3. Detect and correct faults. 4. Explain when these techniques can be used to advantage in the game.	1. Instructor - explain - demonstrate. 2. Candidate - participate 3. Film.	2
C. Additional techniques. The scoops. The flicks. Reverse stick tackle.	1. Demonstrate these techniques. 2. Teach these techniques. 3. Detect and correct faults. 4. Explain when these techniques can be used to advantage in the game.	1. Instructor - explain - demonstrate 2. Candidate - participate 3. Film.	1

CONTENT	OBJECTIVE OF CANDIDATE	DISSEMINATION OF MATERIAL	TIME (HOURS)
D. Principles of passing.	1. Demonstrate basic passing patterns. 2. Teach the selection and execution of the appropriate pass.	1. Instructor - explain - demonstrate 2. Candidate - participate	1
E. Basic strategy - defence.	1. Describe the principles on which defensive play can be based. 2. Describe position changes which can be made to counter attacking moves.	1. Lecture 2. Film.	1
F. Basic strategy - attack.	1. Describe strategies to counter defensive formations. 2. Demonstrate effective methods of shooting.	1. Lecture 2. Film 3. Instructor - explain - demonstrate	1
G. Methods of coaching tactical play.	1. Organize the position of players both on and off the ball. 2. Demonstrate tactical moves during play.	1. Instructor - explain - demonstrate 2. Candidate - participate	1 + 1/2

CONTENT	OBJECTIVE OF CANDIDATE	DISSEMINATION OF MATERIAL	TIME (HOURS)
H. Goalkeeping.	1. Demonstrate different methods of stopping and clearing. 2. Demonstrate positioning. 3. Describe technique practices for goalkeepers.	1. Instructor - explain - demonstrate 2. Candidate - participate	1/2
I. Umpiring.	1. Recognize and correct violations of the rules. 2. Teach the players to respond speedily and appropriately to the whistle.	1. Instructor - explain - demonstrate 2. Candidate - participate	1
J. Strategy for set play situations. Centre bully. Free hit. 16 yard hit. Push-in. Penalty corner and corner. Penalty stroke.	1. Explain the procedure for these situations. 2. Demonstrate simple tactical variations.	1. Instructor - explain - demonstrate 2. Candidate - participate	1 + 1/2
K. Conditioning.	1. Describe appropriate methods of conditioning.	1. Lecture 2. Discussion	1

CONTENT	OBJECTIVE OF CANDIDATE	DISSEMINATION OF MATERIAL	TIME (HOURS)
L. Role of the captain.	1. Discuss the responsibilities of the captain. 2. Discuss the selection/appointment of a captain.	1. Lecture 2. Discussion	1/2
M. Team selection.	1. Recognize players with potential. 2. Select players for appropriate positions.	1. Instructor - explain - demonstrate 2. Candidate - participate	3/4
N. Development of practices.	1. Recognize the needs of a team and devise suitable practices. 2. Conduct the practices efficiently. 3. Describe the practices clearly and demonstrate the key points. 4. Recognize faults within the practices and offer corrective measures. 5. Outline a plan of practices with logical progression. 6. Coach the group as a whole and individuals within the group.	1. Instructor - explain - demonstrate 2. Candidate - participate	2

CONTENT	OBJECTIVE OF CANDIDATE	DISSEMINATION OF MATERIAL	TIME (HOURS)
O. Equipment.	1. Selection of suitable equipment. 2. Care and maintenance of equipment.	1. Lecture 2. Notes	1/4
P. Indoor hockey.	1. Describe the game of indoor field hockey. 2. Teach the game of indoor field hockey.	1. Instructor - explain - demonstrate 2. Candidate - participate	3/4
Q. Conducting Local Level Certification Courses.	1. Organize and conduct a Local Level Course.		

Level II Coach

A Level II Coach should possess more detailed knowledge of the game as outlined in the content and should be able to conduct progressive coaching sessions with a senior team over an extended period of time.

A. Description of a Level II Coach

(1) A Level II Coach should be able to organize and conduct a training and competitive programme utilizing appropriate methodology.

(2) A Level II Coach is eligible upon invitation to conduct Local Level and Level I Courses and certify Level I Coaches.

B. Prerequisite

(1) Candidate must possess a Level I Certificate.

(2) Candidate must have coached a team for a minimum of 40 hours after obtaining a Level I Certificate. (A letter of verification required.)

(3) Candidate must possess a current umpiring rating.

(4) Candidate must have read the manual prior to the course.

C. Length of Course

Total 24 hours.

D. Cost of Course

E. Evaluation

Candidate must achieve at least 75% on the written examination at the end of the course before being allowed to take the practical examination at a later date. The practical examination will be marked on a pass or fail basis. Candidate may not take the practical examination until two months have elapsed following the completion of the course. Candidate must take the practical examination within one year of the completion of the course.

(1) Written examination. Time: - 1 1/2 hours.

(2) Practical examination. Time: - 1 1/4 hours.

(1.1) Coach a series of specified techniques to a group of senior players.

(1.2) Coach a strategic situation prescribed by the examiner.

(1.3) Coach the game emphasizing a topic chosen by the candidate following initial observation.

F. Instructors and Examiners.

Individuals appointed by a Coaching Certification Committee who have obtained a Level III Certificate or its equivalent.

G. Validity Period of the Level II Certificate

The Level II Certificate is valid for a period of five years and may be renewed by auditing a Level II Course.

H. Award

The successful candidate will receive a pin and a certificate.

LEVEL II CERTIFICATE CONTENT

CONTENT	OBJECTIVE OF CANDIDATE	DISSEMINATION OF MATERIAL	TIME (HOURS)
A. The role of the coach.	1. State the objectives of a coach. 2. Assess the needs of a team.	1. Lecture 2. Discussion	1
B. Additional techniques. Reverse stick drive and reverse stick. Push to right and backwards. Reverse stick receiving. Emergency one handed tackles-lunge, jab. Reverse stick. Methods of deception.	1. Demonstrate these techniques. 2. Teach the techniques. 3. Detect and correct faults. 4. Explain when these techniques can be used to advantage in a game.	1. Instructor - explain - demonstrate	1 + 1/2

CONTENT	OBJECTIVE OF CANDIDATE	DISSEMINATION OF MATERIAL	TIME (HOURS)
C. Principles of passing. Creating space. Choice. Timing. Direction. Pace judgement. Use of the appropriate stroke.	1. Demonstrate passing patterns. 2. Teach players how to create space. 3. Teach players to read the game as a means of selecting appropriate passes. 4. Teach players to use the most effective stroke.	1. Instructor - explain - demonstrate 2. Candidate - participate.	2
D. Advanced strategies for set play situations. The bully. Free hit. 16 yard hit. Push-in. Penalty corner and corner. Penalty stroke.	1. Organize players into positions. 2. Explain tactical variations. 3. Describe the techniques needed to execute these variations.	1. Instructor - explain - demonstrate 2. Candidate - participate	2 + 1/2
E. Reading the game.	1. Teach players to identify strengths and weaknesses of individual opponents. 2. Assist players to assess the strategy of the opposition. 3. Assist players to analyze the tactics employed by the opposition.	1. Film 2. Lecture	1 + 1/2

CONTENT	OBJECTIVE OF CANDIDATE	DISSEMINATION OF MATERIAL	TIME (HOURS)
F. Advanced strategies for free play.	1. Describe tactical variations - those initiated by a team and those produced as a response to the opponents tactics.	1. Instructor - explain - demonstrate 2. Candidate - participate	2
G. Circle play.	1. Describe the special requirements for effective play within the confines of the circle.	1. Instructor - explain - demonstrate 2. Candidate - participate	1
H. The design and the presentation of practices.	1. Design practices which stress the use of techniques in a game-like situation. 2. Design, explain, and demonstrate tactical pressure practices.	1. Instructor - explain - demonstrate 2. Candidate - participate	1 + 1/2
I. Motivation.	1. Recognize situations when players need motivating. 2. Describe factors that motivate players.	1. Lecture 2. Discussion	3/4

CONTENT	OBJECTIVE OF CANDIDATE	DISSEMINATION OF MATERIAL	TIME (HOURS)
J. Analysis of team play. Methods of charting strokes, strategy, individual players.	1. Analyze team play and adjust team practices. 2. Communicate observations to the team.	1. Instructor - explain - demonstrate 2. Candidate - participate	2 + 1/4
K. Goalkeeping.	1. Prescribe practices which test the goalkeeper in tactical situations. 2. Describe the responsibilities of the goalkeeper as a team player.	1. Instructor - explain - demonstrate 2. Candidate - participate	1
L. Conditioning.	1. Describe the most efficient methods of conditioning players. 2. Design a progressive conditioning programme.	1. Lecture 2. Discussion	1
M. Audio-visual aids.	1. Learn how A-V equipment can be used to advantage in coaching. 2. Recommend suitable A-V material.	1. Film 2. Lecture 3. Discussion 4. Notes	2

CONTENT	OBJECTIVE OF CANDIDATE	DISSEMINATION OF MATERIAL	TIME (HOURS)
N. Planning training and competitive programmes.	1. Organize and conduct the programmes.	1. Notes 2. Lecture 3. Discussion.	1
O. Conducting Local Level and Level I Courses.	1. Organize and conduct a Local Level or Level I Course. 2. Examine candidates.	1. Notes 2. Lecture	3

Level III Coach

A Level III Coach should familiarize herself with current trends in international play and should possess an innovative approach to the game to stimulate new ideas and so be a leader in the coaching field in Canada. Although primarily concerned with coaching players at top levels of play a Level III Coach should continue to offer her/his expertise to players and coaches with less experience.

A. Description of a Level III Coach

(1) A Level III Coach should be capable of coaching advanced players.

(2) A Level III Coach is eligible upon invitation to conduct Local Level, Level I and Level II Courses and certify Level I and Level II Coaches.

B. Prerequisites

(1) Candidate must possess a Level II Certificate.

(2) Candidate must have coached a team for a minimum of four years (which include a minimum of 80 hours of coaching) after obtaining a Level II Certificate. (A letter of verification required.)

(3) Candidate must possess a minimum of a current 'C' umpiring rating.

(4) Candidate must have read the manual prior to

5

the course.

(5) Candidate must have had practical involvement in the training and competitive programme of an advanced team. (Recommended to be at provincial and/or national level.)

C. Length of Course

Total 24 hours.

D. Cost of Course

E. Evaluation

Candidate must have at least a total grade of 75% to be granted a Level III Certificate. Candidate may not take the examinations until two months have passed following the completion of the course. Candidate must take the examinations within one year of the completion of the course.

(1) Written examination. Weight of 25% of mark. Time: - 2 hours.

(2) Paper. Weight of 10% of mark. Candidate must prepare a paper on a topic chosen from a list submitted by the examiner at the course, or a topic agreed in consultation with the examiner. This must be submitted at least two weeks prior to the examinations.

F. Instructors and Examiners

Individuals appointed by a Coaching Certification Committee.

G. Validity Period of Level III Certificate

The Level III Certificate is valid for a period of five years and may be renewed by auditing a Level III Course.

H. Award

The successful candidate will receive a pin and a certificate.

LEVEL III CERTIFICATE CONTENT

CONTENT	OBJECTIVE OF CANDIDATE	DISSEMINATION OF MATERIAL	TIME (HOURS)
A. The role of the coach.	1. State the objectives of a coach.	1. Lecture 2. Discussion	1/2
B. Review of techniques with an emphasis on refinement and adaptation.	1. Demonstrate all the techniques. 2. Detect faults and offer a variety of corrective measures. 3. Suggest a variety of ways of applying techniques to the game. 4. Describe progressive practices for techniques.	1. Instructor - explain - demonstrate 2. Candidate - participate	4
C. Review of strategy.	1. Explain thoroughly strategy for attack and defence in free play. 2. Explain thoroughly strategy for attack and defence in set play situations.	1. Instructor - explain - demonstrate 2. Candidate - participate 3. Discussion	2

CONTENT	OBJECTIVE OF CANDIDATE	DISSEMINATION OF MATERIAL	TIME (HOURS)
D. The modern game.	1. Describe the demands of the modern game. 2. Describe the development of different systems and explain the principles upon which they are based. 3. Describe strategy to counter the play of the opposition. 4. Describe alterations to tactics according to changes in formations.	1. Lecture 2. Discussion	2 + 1/2
E. Evaluating player performance.	1. Administer selected physiological tests to players and analyze the results. 2. Observe and evaluate a players' skill. 3. Evaluate a players' tactical knowledge and her response to game strategy. 4. Evaluate team effectiveness.	1. Notes 2. Lecture 3. Discussion 4. Candidate - participate	4
F. Principles of learning motor skills applied to field hockey.	1. Describe how the principles of learning motor skills may be used to modify methods of coaching.	1. Notes 2. Lecture 3. Discussion	2 + 1/2

	CONTENT	OBJECTIVE OF CANDIDATE	DISSEMINATION OF MATERIAL	TIME (HOURS)
G.	Preparation of technique training schedules.	1. Devise individual and team technique training schedules. 2. Design and demonstrate technique circuits.	1. Instructor - explain - demonstrate 2. Candidate - participate	1
H.	Coaching the game.	1. Coach the game using appropriate methods and techniques. 2. Design and coach conditioned games.	1. Instructor - explain - demonstrate 2. Candidate - participate	3 + 1/2
I.	Research	1. Discuss and evaluate the areas of research that have been studied which have application to field hockey. 2. Apply suitable research material to the game.	1. Lecture 2. Discussion	2
J.	International field hockey affairs.	1. Explain the involvement of the Canadian Association in international field hockey. 2. Discuss international field hockey affairs.	1. Notes 2. Lecture	1

CONTENT	OBJECTIVE OF CANDIDATE	DISSEMINATION OF MATERIAL	TIME (HOURS)
K. Conducting Local Level, Level I and Level II Certification courses.	1. Organize and conduct Local Level, Level I and Level II courses. 2. Examine candidates.	1. Notes 2. Lecture	1

CHAPTER V

SUMMARY AND RECOMMENDATIONS

Summary

Before the writing of this coaching certification program could begin, a basis upon which to begin formulating the program was needed. One method of obtaining this basis was by corresponding with knowledgeable people in the sport area, asking them for their views on certification. A second method was to contact Associations that already had a certification program to learn how they developed their coaching scheme. Reference books on certification, on the sport area, and on theoretical knowledge, were studied. Fourthly, a person was appointed to implement the program. This individual was from outside of the sport organization initially, so internal prejudices and conflicts were virtually eliminated.

Once the program had been developed, a small working committee from the sport association evaluated and revised it where necessary. This was a vital step. The Association more readily accepted the program once input had been given by more members and the working committee accepted the coaching scheme.

The Coaching Certification Program was initially proposed as a five level scheme. The fifth level was

never developed due to changes that occurred after the first clinic, at the Level IV standard, was held. These changes took place as a result of the questionnaire responses that were received from the candidates. A Coaching Certification Committee met to discuss these responses and then revisions were recommended and adopted into the program. Some of these revisions were as follows:

(1) Five levels were changed to four levels because fine distinctions between the levels was difficult to make and a local level was needed for newcomers to the game of hockey.

(2) The content of most levels was changed so that more emphasis was placed on coaching the game.

(3) The marking procedure for the practical exam was changed from a percentage grade to a pass-fail grade.

Level I and Level II clinics were then held using this revised program. Questionnaires were again sent to each candidate. Most of the comments pertaining to the certification clinic were positive. The unfavorable views expressed were as follows:

(1) The pre-clinic information did not reach the candidates soon enough.

(2) The length of each day during the clinic was too long.

(3) The Level II facilities were not conveniently located to the motel.

(4) The format for the practical exam was not discussed.

(5) The candidates did not have an opportunity to coach a group of players during the clinic.

(6) The conducting of clinics was not discussed.

(7) The Level I clinic should have been earlier, perhaps in the spring.

Recommendations

The following recommendations are based on the responses from the questionnaires that were sent to all candidates and from the writer's experience in designing this program.

(1) That the initial certification outline be introduced to the sport governing body at a general meeting so that immediate feedback is made available.

(2) That working committees from the sport organization be struck to aid in the development of the program.

(3) That plans for the implementation of a program begin early with regards to contacting someone, from outside the country or outside the sport association, who has expertise in that area and who would be available to conduct clinics.

(4) That the person who is to implement the certification program be given a copy of the entire

program so that comments could be made beforehand; specifically with regards to content at the different levels.

(5) That certification begin at the Provincial level so that more people are then available to conduct beginner's clinics.

(6) That evaluation of the certification program take place very year so that up-to-date techniques and methods of dissemination are employed.

(7) That manuals be written to supplement clinic material.

(8) That a maximum of six hours per day be used for instruction during a clinic.

(9) That the time allotted be increased by four hours at each level.

(10) That field, classroom, and residence facilities be in close proximity to each other.

(11) That the cost of facility rentals be considered before deciding on a location for a clinic.

(12) That all levels need more time devoted to practical experience in the art of coaching the game.

(13) That a session on conducting clinics, from an administrative point of view as well as from an instructor's point of view, be included in Level I, Level II, and Level III

clinics.

(14) That instructor manuals for each level be written to aid in the conducting of clinics.

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REFERENCES

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APPENDIX A

FIELD HOCKEY PROGRAMS

ALL ENGLAND WOMEN'S HOCKEY ASSOCIATION
COACHING QUALIFICATION SCHEME

Introduction

The scheme is intended to enlist the co-operation of those who are interested in raising the general standard of the game, and to provide a means whereby coaches may receive some tangible recognition of their qualification to coach hockey. Those to whom the scheme may have especial appeal are recently qualified teachers, players, former players, and coaches with considerable experience who wish to better their qualification.

It is hoped that those who qualify will be in a position to do much to improve the standard of play, to encourage enthusiasm, individual initiative, and a sense of achievement amongst players. Consequently, although the requirements of the Coaching Committee are based on practical and written presentation, the candidate must be able to stimulate a spirit of enjoyment with a desire to improve the game.

The programme is comprehensive but allows opportunities for originality. The examiners will not expect an adherence to rigid technicalities, but rather an expression of the candidate's own personality and ability.

General

A. Examiners

The examiners will be drawn from a panel appointed by the A.E.W.H.A. Coaching Sub-Committee.

B. Qualifications

(1) Coach Award: Ability to coach the game in schools and clubs.

(2) Advanced Certificate: Ability to coach individuals, groups of players of varying standards, and teams of experienced players.

C. Tests

The tests will be held periodically in each Territory and will each consist of two parts:

(1) Practical: With a group not previously coached by the candidate.

(2) Written: Coach Award - One hour set paper.
Advanced Certificate - As required by the examiners.

D. Application and Fees

The Application form and details may be obtained from the Hon. Secretary of the Territorial Coaching Sub-Committee.

The completed form with an entry fee of 10/ - must

be returned to the Hon. Secretary of the Territorial Coaching Sub-Committee.

The fee of any candidate not attending the test on the date specified will be forfeited unless the explanation submitted is approved.

E. Awards

A certificate will be issued to a successful candidate.

Coach Award

A. Qualifications

Before applying, a candidate will be required:

(1) To be 20 years of age or over.

(2) To have experience in coaching hockey.

(3) To be recommended by a Club, an Education Authority, or by the College if a student in training.

B. Practical Test

The candidate may be assessed on the following:

(1) (a) Methods of coaching the basic strokes and skills, emphasizing footwork and correcting obvious faults.

(b) The development of basic positional forward play and defensive marking and covering.

Goalkeeping - methods of controlling and clearing different types of shots from varying angles.

(c) Coaching the tactics for bullies, rolls-in, corners and free hits.

(2) Personal performance in demonstrating strokes and ball control.

(3) General organization, use of voice, and manner of approach.

C. Written Test

The candidate may be asked questions on any of the following:

The Rules of the Game, the general training of players, equipment, uniform, discipline, team and match etiquette, and personal ideas of what constitutes a good coach.

Advanced Certificate

A. Qualifications

Before applying, a candidate will be required:

(1) To be over 25 years of age.

(2) To have attended one or more Advanced Courses approved by the A.E.W.H.A., or to be recommended by two Territorial Associations for which she has coached.

(3) To be recommended by a coach of an Advanced Course and a County Association.

(4) To hold the Coach Award qualification or to have had at least four years' coaching experience with players of varying standards.

B. Practical Test

The candidate may be assessed on the following:

(1) Methods of coaching individuals, and teams of school, club or county standard.

(2) Demonstrations and coaching of advanced strokes, ball control, rules and tactics, together with intelligent application of the art of the game.

(3) Planning and organization of outdoor or indoor sessions, including lectures and the use of visual aids.

(4) General organization, use of voice and manner of approach.

(5) Answers to points raised by the examiners.

C. Written Test

The candidate will be asked to prepare plans for outdoor and indoor coaching sessions.

The Name and Address of the Hon. Coaching Secretary for the

..... Territory

is .....

.....

.....

ALL ENGLAND WOMEN'S HOCKEY ASSOCIATION
AND THE HOCKEY ASSOCIATION
JUNIOR SECONDARY TEACHER'S HOCKEY CERTIFICATE

Introduction

This certificate is intended to provide a means whereby teachers, both men and women, may receive some tangible recognition of their qualification to coach hockey to boys and girls under 14 years of age.

It is hoped that those who qualify will be in a position to do much to improve the standard of play, to encourage enthusiasm, individual initiative and a sense of achievement amongst players.

General

These notes have been prepared to enable candidates to understand fully what is required of them when sitting the Teacher's Certificate Examination. Candidates will be examined when working with players under 14 years of age and where possible the group will be appropriate to their experience.

Coaching Courses

Before presenting themselves for the examination candidates must have attended a minimum of 12 hours tuition on H.A. or A.E.W.H.A. recognized Courses.

Courses are being arranged by Local Education

Authorities, Counties, Colleges of Education, Universities and our own Associations.

Examination

The examination will be divided into two parts.

A. Part I: Practical

A practical session of 40 minutes demonstrating coaching and giving a practice for the skill followed by the coaching of a game emphasizing the skill and some of the relevant tactics. The skill will be selected by the examiners.

N.B. Coaching in the game may be small sided games or a full game.

B. Part II: Written

A two hour paper which will include a half hour part on the application of the rules of the game.

In the practical test the examiners will be looking for the following points:

(1) Neat turnout of the candidate, with essential equipment.

(2) Pleasant manner, enthusiasm, contact with the group.

(3) Good organization and timing.

(4) Good presentation and demonstration.

(5) Clear voice.

(6) Class and individual coaching.

(7) Suitable practices.

(8) Coaching in the games, both around and away from the ball.

For guidance to candidates the following points should be borne in mind:

(1) Get the class working as quickly as possible.

(2) Avoid lengthy descriptions. Explanations should be short and to the point.

(3) Observe the class closely. Select the main points of coaching that will help the class improve their performance quickly.

(4) Are the players interested and can they hear?

(5) Are the demonstrations good and can everyone see?

(6) Is the practice carried over into the game?

(7) Are all the players part of the game?

(8) Does the game improve, if not why?

(9) What about the equipment? Where is it during practices and during the game.

Syllabus

A. Practical

In addition to knowing the specific details of each of the skills listed below the candidates should have a knowledge of the breakdown of the skills in the game.

i.e. The position of the head, shoulders, arms,

feet, hands, etc. Balance and the transference of weight and follow through.

(1) Individual ball control.

(2) Passing. It is recommended that work should be done in threes rather than pairs for skills practices, in order to encourage players to look around them for a pass.

(a) The methods of passing: (i) The Drive/ The Hit; (1) Direct to a player; (2) Into a space; (ii) The Push.

(b) The understanding of simple passing movements.

(3) Receiving the ball.

(a) From behind.

(b) From right and left.

(c) From in front.

(d) Receive and shoot.

(4) Running with the ball.

(a) In different patterns and speeds.

(b) Move and shoot.

(5) Beating an opponent.

(a) Right dodge - beating the opponent on his/her left.

(b) Left dodge - beating the opponent on his/her right.

(6) The bully.

(a) The bully.

(b) Methods of winning the bully.

(7) Tackling:

(a) From in front.

(b) From right.

(c) From left.

(8) Goalkeeping.

(a) Kicking.

(b) Controlling the shot with pads, hand and stick followed by clear.

(c) Positioning in circle.

(9) Elementary Tactics. The coaching of the basic skills and tactics are related to:

(a) Corners.

(b) Free hits.

(c) Roll in/Push in.

(d) Basic positional play.

in small sided games as well as the 11-a-side game.

Candidates should be able to relate their practices to the game situation, setting them up with and/or without opposition varying the speed and pressure on the players.

B. Written

This section of the examination will be designed to test the adequacy of the candidates knowledge of the game and the application of the rules of the game. Candidates should know the difference between the rules of men's and

women's hockey and where necessary differentiate between them.

Candidates are recommended to read a selection from the following book list:

	Price	Postage
Hockey Association Coaching Manual - Hockey Coaching	£2.50	21p
Notes for the Guidance of Umpires - N.C.H.A.	30p	---
Hockey in the Primary School - A.E.W.H.A.	10p	---
Hockey for Junior Secondary Age Group - A.E.W.H.A.	25p	---
1001 Practices and Points for Hockey - J. Macheath	65p	11p
Coaching Hockey in Schools - E.G. Taylor - Hard Paper	50p	7p
Coaching Hockey - an ABC - Marjorie Cadel	40p	6p
Just for Kicks - R. Heyhoe	50p	6p
Rules of the Game of Hockey (Men's)	20p	---
Umpiring for Women's Hockey - E. Warwick and R.J. Blaxland	40p	6p
Better Hockey for Boys - G.T. Poole	£ 1.15	10p
Better Hockey for Girls - S. Read	£ 1.05	10p
Teach Yourself Hockey - E.U.P.	50p	

All available from: Marjorie Pollard Publications Ltd.
Whitemilnes,
Kencot,
Lechlade, Gloucestershire.

C. Application and Fees

The Application form and details may be obtained from: H.A. National Coach, J.F. Cadman, 22. Oaks Drive, Colchester, Essex CO3 3PR or A.E.W.H.A. Coaching Secretary, 45, Doughty Street, London WC1N 2LN.

The completed form when returned, must be accompanied by an entry fee of 1.00.

The fee of any candidate not attending the test on the date specified will be forfeited unless the explanation submitted is approved.

D. Award

A certificate will be issued to a successful candidate.

SCOTTISH WOMEN'S HOCKEY ASSOCIATION
ELEMENTARY COACHING CERTIFICATE

Conditions

(1) To be 20 years or over.

(2) To have experience in coaching hockey.

Practical Test

(1) Class organization and management.

(2) Ability to teach and demonstrate dribbling, driving, fielding, passing, receiving, tackling and kicking for the goalkeepers'.

(3) Recognition and correction of simple faults.

(4) Ability to introduce beginners to a game.

(5) Ability to coach a game showing knowledge of simple positioning.

Oral Test

The Candidate may be asked questions on the rules and any points relating to the practical test.

Elementary Certificate

Having gained the Certificate, the holder should be able to coach in Schools and Clubs.

Examiners

Examiners will be drawn from a panel appointed by

the S.W.N.A. Council.

Tests

Tests will, usually, be held in March and will consist of the two parts already described:

(1) Practical.

(2) Oral.

Application Forms

Application forms and further information may be obtained from the Secretary:

Miss P. Adamson,
28 Norton Place,
Dunfermline,
Fife.

Applications should reach the Secretary by 31st January.

Fees

A fee of 50p will be charged to cover administrative costs. (This Certificate is intended for non-specialists in physical education.)

APPENDIX B

ANALYSIS OF THE GAME OF FIELD HOCKEY

Theory and Skills in Field Hockey

A. Individual Offensive Skills

(1) Going - dribbling; dodging; footwork; acceleration; change of pace.

(2) Giving - passing; passing with variations (direction, intensity, height).

(3) Gathering - receiving; stopping.

(4) Getting - intercepting.

(5) Goal - shooting.

B. Individual Defensive Skills

(4) Getting - tackling; marking; intercepting.

C. Player-to-Player Tactics

(1) Principles of offense.

(2) Principles of defense.

(3) Combining individual skills.

D. Offensive Team Tactics - in the Defensive End

(1) Functions of the goalkeeper.

(2) Team positioning.

(3) Passing patterns.

E. Offensive Team Tactics - in the Mid-Field

(1) Team positioning.

(2) Passing patterns.

F. Offensive Team Tactics - in the Offensive End

(1) Team positioning.

(2) Passing patterns.

(3) Scoring strategies.

G. Defensive Team Tactics - in the Defensive End

(1) Marking and covering - both inside and outside the circle.

(2) Responsibilities of goalkeeper.

(3) Team positioning.

H. Defensive Team Tactics - in the Mid-Field

(1) Marking.

(2) Covering.

(3) Team positioning.

I. Defensive Team Tactics - in the Offensive End

(1) Marking.

(2) Covering.

(3) Team positioning.

J. Game (Basic Team Formations)

(1) Small games - 1v1, 2v2, 4v4, 8v8.

(2) 11 v 11.

K. Special Situations

(1) Free hit.

(2) Out of bound situations.

(3) Penalty corner.

(4) Penalty bully/stroke.

(5) Bully.

Coach's Responsibilities

A. The Game

(1) Physical and psychological preparation for game.

(2) Coaching during the game.

(3) Game analysis.

B. The Practice

(1) Practice organization.

(2) Long and short-term planning.

(3) Preparation for a game.

(4) Methods of teaching.

(5) Communication.

(6) Analysis of skills.

(7) Psychological principles.

(8) General welfare.

C. Areas of Concern

(1) Implications for coaches arising from age and skill levels.

(2) Officiating and rules.

(3) Prevention and care of athletic injuries.

(4) Team selection.

(5) Equipment.

(6) Audio-visual materials.

(7) Training and conditioning.

(8) Psychology of coaching.

D. Coach's Philosophy

(1) Attitude toward competition.

(2) Code of ethics.

(3) Role of captain.

E. Canadian Field Hockey - CW Philosophy

F. International Field Hockey - IFWHA & FIH

APPENDIX C

PROPOSED CERTIFICATION LEVELS

Level One Certification

(A) Prerequisites

No coaching experience necessary. Candidates must have read rulebook and manual provided prior to clinic.

B. Length of Course

8 hours.

C. Content of Course

(1) Practical (5 Hours)

Basic strokes (dribble, drive, push).

Basic dodges and tackles.

Receiving the ball.

Fundamental team positions.

Basic principles of offense and defense.

Goalkeeping.

Special situations.

(2) Lecture (2 Hours)

Brief outline of purpose and philosophy of C.W.F.H.A. and its coaching program.

Values of field hockey.

Implications for coaching based on age and skill level of participants.

Discussion of the importance of proper equipment.

Practice organization.

Review of rules.

Basic first aid.

D. Method of Evaluation

(1) Practical (1/2 Hour, 75% of Mark)

Candidates must be able to demonstrate basic strokes, dodges and tackles.

(2) Written (1/2 Hour, 25% of Mark)

Must be able to answer questions based on material covered in lectures and practical sessions.

Candidates must have at least a total grade of 75% to be granted a Level I Certificate.

E. Examiners

Any coach who has been certified at Level III, IV or V.

F. Description of Level I Coach

A Level I Coach should be qualified to instruct beginners in the basis of field hockey. She/he should possess a basic knowledge of the skills and tactics of the game and should be able to make practical application of the rules to the game situation.

G. Validity Period of Level I Certificate

The Level I certificate is valid for a period of three years before recertification must take place.

Level Two Certification

A. Prerequisites

Candidates must have obtained a Level I Certification or its equivalent and must have either been the coach or assistant coach of a team for at least ten hours of practices.

B. Length of Course

15 hours.

C. Content of Course

(1) Practical (9 Hours)

Analysis and correction of basic skills.
Techniques and uses of flick and scoop.
Passing patterns.
Scoring strategies.
Variations in marking and covering responsibilities.
Practice of team play.
Goalkeeping theory.
Introduction to officiating.

(2) Lecture (6 Hours)

Brief history of field hockey in Canada.

Loop film analysis of skills.

Conditioning methods.

Prevention of injuries.

Coaching philosophies.

Role of the captain.

Pre, during and post game talks.

Selection of the team.

Planning the season.

D. Method of Evaluation

(1) Practical (1 Hour)

(20%) Candidates must be able to demonstrate basic strokes, flick, scoop, and fundamentals of goalkeeping.

(40%) Must organize and conduct a 1/2 hour practice for a group of intermediate players.

(2) Written (1 hour, 40% of Mark)

Candidates must be able to answer questions on material covered in lecture and practical sessions. These questions may involve analysis of films, analysis of situations, essays or short answer questions.

Candidates must obtain a total grade of at least 75% to be granted a Level II certificate.

E. Examiners

Any coach who has obtained a Level III, IV or V Certificate.

F. Description of a Level II Coach

A Level II Coach should be able to develop in the players an understanding of the skills and tactics of the game.

Should be capable of selecting and preparing an intermediate team for a season of play.

G. Validity Period of Level II Certificate

The Level II certificate is valid for a period of three years before recertification must take place.

Level III Certification

A. Prerequisites

Candidates must possess a Level II Certificate or its equivalent and must have had at least 35 hours of coaching a team in a practice situation following their Level II certificate.

Should possess at least a local umpiring rating.

B. Length of Course

20 hours.

C. Content of Course

(1) Practical (10 Hours)

Advanced skills (reverse stick, etc.).

Advanced dodges and tackles.

Advanced passing patterns.

Advanced strategies for special situations.

Skills and tactics for each position.

Practices for game situations.

Advanced goalkeeping tactics.

(2) Lecture (10 Hours)

How to promote the game of field hockey.

Analysis of game films.

Analysis of each position.

How to analyze opponents during a game (what to look for and how to chart).

Training and conditionfng for advanced players.

Care of athletic injuries.

Uses of audio-visual material.

The coaches relationship with associates (groundsmen, assistant coaches, managers).

Motivating the athlete.

D. Method of Evaluating

(1) Oral Examination (8-10 Minutes, 30%)

Candidates will be questioned on team play and posi-

tional play of individual players during a demonstration game.

(2) Written Examination (2 Hours, 70%)

Candidates must be able to answer questions based on material covered in lecture and practical sessions.

Candidates must obtain an overall grade of 80% to be granted a Level III certificate.

E. Examiners

Any coach who has obtained a Level IV or V certificate.

Immediately following the Level III Clinic, a two hour instruction session in methods of conducting Level I and II clinics will be given to successful candidates.

F. Description of Level III Coach

Should have an indepth knowledge of all aspects of the game.

Should be able to organize and conduct a year long program for a senior team.

Should be able to conduct Level I and Level II certification clinics.

G. Validity Period of Level III Certificate

The Level III certificate is valid for a period of five years before recertification must take place.

Level IV Certification

A. Prerequisites

Candidates must possess a Level III Certificate or its equivalent.

They must have coached a University, Provincial or equivalent level team for at least three years and must possess a minimum of a National C Umpiring rating.

B. Length of Course

30 hours.

C. Content of Course

(1) Practical (8 Hours)

Review of all skills.

Many drill variations.

Practices for the team as a whole.

Advanced goalkeeping skills.

Experimentation with different team formations.

(2) Lecture (22 Hours)

International field hockey and the role of the Canadian Association.

Evaluation of different team formations.

Methods of evaluating player performance (psychological, physiological, kinesiological).

Review of field hockey research and its practical

application.

Presentation of an original paper on some aspect of the game of field hockey.

Promotion of the game of field hockey - the coaches role.

Development of team cohesiveness.

D. Method of Evaluation

(1) Oral Presentation (1/2 - 1 Hour, 40%)

Candidates must present and defend an original paper prepared prior to the clinic based on some aspect of the game of field hockey.

(2) Written Examination (2 1/2 - 3 Hours, 60%)

Candidates must be able to answer questions based on material covered in the practical and lecture sessions from Levels I-IV.

Candidates must obtain a total grade of at least 80% to be granted a Level IV Certificate.

E. Examiners

Any coach who has obtained a Level V certificate.

Following the Level IV clinic, a two hour instruction session in methods of conducting Levels I-III certification sessions will be given to successful candidates.

F. Description of a Level IV Coach

A Level IV coach should be capable of coaching or assisting with the coaching of a National team.

The Level IV coach should possess an innovative approach to the game and should be a leader in the coaching field in Canada.

The Level IV coach should be capable of certifying Level I, II and III coaches.

G. Validity Period of Level IV Certificate

The Level IV certificate is valid for a period of five years before recertification must take place.

Level V Certification (30 Hours)

A. Prerequisites

Should have a National B Umpiring rating.

Should have coached a National team or touring team for at least five years.

Should possess a Level IV certificate.

B. Length of Course

30 hours.

C. Content of Course

D. Method of Evaluation

It is our thought right now that the Level V certificate could be given automatically to any coach fulfilling the prerequisites. If a coach is not worthy of a Level V certificate then they should not be chosen as the National coach for five years.

E. Examiners

F. Description of a Level V Coach

Should be the best coaches in Canada and should be ranked with the best coaches in the world.

Should be capable of certifying coaches at Levels I-IV.

G. Validity Period of Level V Certificate

The Level V certificate is valid as long as the coach continues to either actively coach or certify coaches at Level III or above at least once every three years.

APPENDIX D

COACHING CERTIFICATION PROGRAM

(REVISION I)

LEVEL I

A. Description of Level I Coach

(1) A Level I Coach must be qualified to instruct beginners in the basics of field hockey.

(2) A Level I Coach must possess a basic knowledge of the skills and tactics of the game.

(3) A Level I Coach must be able to make practical application of the rules of the game.

B. Prerequisite

(1) No coaching or playihg experience necessary.

(2) Candidate must have read rule book, first aid book and notes prior to the clinic.

(3) Candidate must have answered questions on the rules and the first aid procedures prior to clinic.

(4) Candidate must be at least 18 years of age.

C. Length of Course

Total: 12 hours - Sessions - 11 hours.
Practical Exam - 1/2 hour.
Written Exam - 1/2 hour.

D. Cost of Course (Subject to Change by Provincial Association)

$ 8.00

$10.00 (if rule book and first aid book are required).

E. Evaluation - 1 Hour

Candidate must have at least a total grade of 75% to be granted a Level I Certificate.

(1) Practical Exam - weight of 75% of mark.

(1.1) Demonstrate and coach specified skills with an individual or group of beginners.

(1.2) Explain and organize a specified team play situation.

(1.3) Organize and coach a group in a practice situation.

(2) Written Exam - weight of 25% of mark.

Note: Candidate must achieve 85% on their practical exam and 60% on their written exam.

F. Examiners

Individual(s) selected by a Coaching Committee who have obtained a Level III, IV, or V Certificate or their equivalent.

G. Validity Period of Level I Certificate

The Level I Certificate is valid for a period of three years and may be renewed by attending a refresher course.

H. Award

The successful candidates will receive a pin and a certificate.

LEVEL I CERTIFICATE CONTENT

CONTENT	OBJECTIVE OF CANDIDATE	DISSEMINATION OF MATERIAL	TIME (HOURS)
A. The Canadian Association and its coaching program.	1. Discuss the purpose and philosophy of the Canadian Association and its coaching program.	1. Notes 2. Discussion	1/4
B. Age and skill level of players.	1. Relate the concerns that a coach should have when instructing young players and when instructing beginners.	1. Notes 2. Lecture	1/2
C. Basic Strokes. Dribble. Push. Drive.	1. Demonstrate these basic strokes. 2. Teach these basic strokes. 3. Recognize and correct simple faults evident when these basic strokes are executed.	1. Instructor - explain - demonstrate 2. Candidate - participate	3/4
D. Receiving the ball.	1. Demonstrate the body positions in order to receive a ball from any direction. 2. Demonstrate the skills needed to maintain control of the ball once it has been received. 3. Teach the reception of a ball. 4. Recognize and correct simple faults evident when observing the reception of a ball.	1. Instructor - explain - demonstrate 2. Candidate - participate	1/2

CONTENT	OBJECTIVE OF CANDIDATE	DISSEMINATION OF MATERIAL	TIME (HOURS)
E. Basic dodges and tackles Dodges Right Left Tackles Straight-on Two-handed tackle from right Circular.	1. Demonstrate these basic dodges and tackles. 2. Teach these basic dodges and tackles. 3. Recognize and correct simple faults evident when these basic dodges and tackles are executed.	1. Instructor - explain - demonstrate 2. Candidate - participate	1
F. Fundamental team positioning.	1. Organize a team into field positions. 2. List the basic offensive and defensive responsibilities of each position.	1. Notes 2. Instructor - explain - demonstrate 3. Candidate - participate	1/2
G. Basic principles of offense and defense	1. Explain principles of passing. 2. Describe offensive positional changes that would take place as the ball is advanced down the field. 3. Describe defensive covering positions.	1. Instructor - explain - demonstrate 2. Candidate - participate	1

CONTENT	OBJECTIVE OF CANDIDATE	DISSEMINATION OF MATERIAL	TIME (HOURS)
H. Goalkeeping.	1. Demonstrate the stance while stationary and moving. 2. Explain the concept of "covering the angles". 3. Demonstrate the stopping and/or clearing skills. 4. Describe skills practices for goalkeepers.	1. Notes 2. Instructor - explain - demonstrate 3. Candidate - participate	1
I. Special Situations. Bully.	1. Demonstrate a bully. 2. Explain the basic tactics of a bully.	1. Notes 2. Instructor - explain - demonstrate 3. Candidate - participate	2
Free hit.	1. Organize players into free hit positions both offensively and defensively. 2. Explain basic tactics when executing a free hit.		
Roll-in/ Push-in.	1. Organize players into roll-in/push-in positions both offensively and defensively. 2. Explain basic tactics when executing a roll-in/push-in.		

	CONTENT	OBJECTIVE OF CANDIDATE	DISSEMINATION OF MATERIAL	TIME (HOURS)
	Penalty corner and corner.	1. Organize players into penalty corner or corner positions both offensively and defensively. 2. Explain basic tactics when executing or defending a penalty corner or corner. 3. Describe defensive marking responsibilities.		1
	Penalty bully/ penalty stroke.	1. Organize players into penalty bully/penalty stroke positions. 2. Explain basic offensive and defensive tactics.		
J.	Rule Interpretation.	1. Incorporate the rules during coaching.	1. Notes 2. Lecture 3. Display	1/2

CONTENT	OBJECTIVE OF CANDIDATE	DISSEMINATION OF MATERIAL	TIME (HOURS)
K. Practices.	1. Plan for some aspect of fun throughout. 2. Describe skills in an elementary and "key word" method so listening time is minimal. 3. Organize large and small groups for different skill situations. 4. Develop game-like situations. 5. Recognize the specific needs of a team and plan an appropriate practice. 6. Outline a plan of practices with logical progressions.	1. Notes 2. Lecture 3. Discussion 4. Instructor - explain - demonstrate 5. Candidate - participate	1
L. Equipment	1. Describe the correct length and weight of a stick for various age and skill groups. 2. List the equipment designed for protection. 3. Describe the goalkeeper equipment.	1. Notes 2. Lecture 3. Display	1/2

CONTENT	OBJECTIVE OF CANDIDATE	DISSEMINATION OF MATERIAL	TIME (HOURS)
M. Basic first aid.	1. Explain basic first aid related to game injuries. 2. List the procedures to follow if the injury is serious. 3. Anticipate dangerous situations and alter that situation to avoid an injury.	1. Notes 2. Discussion	1
N. Potpourri.			

LEVEL II

A. Description of Level II Coach

(1) A Level II coach must be able to develop in the players an understanding of how to perform the skills of the game.

(2) A Level II coach must be able to develop in the players an understanding of the tactics of the game.

(3) A Level II coach is capable of selecting an intermediate team.

(4) A Level II coach is capable of preparing an intermediate team for a season of play.

B. Prerequisites

(1) Candidate must possess a Level I certificate or its equivalent.

(2) Candidate must have coached a team for a minimum of 20 hours, 15 hours of which must be in a practice situation, after obtaining a Level I certificate. (Letters of verification required.)

(3) Candidate must have read manual prior to clinic.

(4) Candidate must be at least 18 years of age.

C. Length of Course

Total: 19 hours - sessions - 17 1/2

Practical Exam: - 1 hour

Written Exam: - 1/2 hour.

D. Cost of Course (Subject to Change by Provincial Association)

$15.00

E. Evaluation - 1 1/2 Hours

Candidate must have at least, a total grade of 75% to be granted a Level II certificate.

(1) Practical Exam - weight of 70% of mark.

(1.1) Demonstrate basic strokes, flick, scoop, and fundamentals of goalkeeping.

(1.2) Organize and coach a group in a practice situation.

(2) Written Exam - weight of 30% of mark.

Note: Candidate must achieve 85% on their practical exam and 65% on their written exam.

F. Examiners

Individual(s) selected by a Coaching Committee who have obtained a Level III, IV, or V certificate or their equivalent.

G. Validity Period of Level II Certificate

The Level II certificate is valid for a period of three years and may be renewed by attending a refresher course.

H. Award

The successful candidate will receive a pin and a certificate.

LEVEL II CERTIFICATE CONTENT

CONTENT	OBJECTIVE OF CANDIDATE	DISSEMINATION OF MATERIAL	TIME (HOURS)
A. Basic skills.	1. Demonstrate the basic skills. 2. Analyze the basic skills and correct faults evident when these basic skills are executed.	1. Instructor - explain - demonstrate 2. Candidate participate 3. Films, Lecture 4. Notes	3
B. Flick and scoop.	1. Demonstrate these strokes. 2. Teach these strokes. 3. Recognize and correct faults evident when these strokes are executed.	1. Instructor - explain - demonstrate 2. Candidate - participate	3/4
C. Uses of the basic strokes, dodges and tackles.	1. Explain when a specific skill is executed in preference of another.	1. Lecture 2. Notes	1
D. Basic passing patterns. Diagonal. Through. Square.	1. Demonstrate these basic passing patterns. 2. Teach these basic passing patterns. 3. Create passing patterns by combining different directional passes.	1. Instructor - explain - demonstrate 2. Candidate - participate	1 + 1/2

CONTENT	OBJECTIVE OF CANDIDATE	DISSEMINATION OF MATERIAL	TIME (HOURS)
E. Scoring strategies.	1. Describe offensive positional changes that could take place as the ball is advanced into the striking circle.	1. Instructor - explain - demonstrate 2. Candidate - participate	1/2
F. Marking and covering variations.	1. Describe defensive positional changes that could take place as the ball is advanced down the field. 2. Describe defensive positional changes that could take place as the ball is advanced into the striking circle.	1. Instructor - explain - demonstrate 2. Candidate - participate 3. Notes	1/2
G. Practice of team play.	1. Explain practice situations that incorporate team work. 2. Organize large and small groups into formations that stress team work.	1. Instructor - explain - demonstrate 2. Candidate - participate	1

CONTENT	OBJECTIVE OF CANDIDATE	DISSEMINATION OF MATERIAL	TIME (HOURS)
H. Goalkeeping theory.	1. Demonstrate the direction of a clear. 2. Describe the clear and follow through actions. 3. Relate when pads would be used in preference to hand or vice versa. 4. Explain the positions for corner hits and free hits.	1. Instructor - explain - demonstrate 2. Candidate - participate 3. Discussion	1 + 1/2
I. Officiating.	1. Recognize and correct rule violations when skills and special situations are executed. 2. Umpire a practice game so control of fouls is maintained.	1. Instructor - explain. - demonstrate 2. Candidate - participate 3. Lecture	3/4
J. History of field hockey in Canada.	1. Relate the development of field hockey in Canada.	1. Notes	

CONTENT	OBJECTIVE OF CANDIDATE	DISSEMINATION OF MATERIAL	TIME (HOURS)
K. Athletic Conditioning.	1. Describe various conditioning programs. 2. Discuss the pros and cons of various conditioning programs. 3. Prescribe a progressive conditioning program. 4. Introduce variety and conditioning routine.	1. Notes 2. Lecture 3. Discussion	2
L. Coaching Philosophies.	1. Relate a personal coaching philosophy. 2. Discuss various coaching philosophies.	1. Lecture 2. Discussion	1
M. Role of the Captain.	1. Discuss the responsibilities that a coach could give to a Captain. 2. Relate the duties that a Captain should perform. 3. Discuss the selection/appointment of a Captain.	1. Lecture 2. Discussion	1/2

CONTENT	OBJECTIVE OF CANDIDATE	DISSEMINATION OF MATERIAL	TIME (HOURS)
N. Game talks.	1. Formulate pre-, during, and post-game talks so as to motivate and encourage the team and the individual. 2. Explain the concerns a coach should have when preparing game talks.	1. Lecture 2. Discussion 3. Notes	1
O. Team selection.	1. Recognize players with potential. 2. Select players for possible positions. 3. Organize a selection session so the players have opportunities to show a variety of skills in a variety of situations.	1. Notes 2. Lecture 3. Discussion	1 + 1/2
P. Season planning.	1. Outline a season of practices and play with logical progressions. 2. Identify the needs of a team for a season (fields, games).	1. Lecture 2. Discussion	1
Q. Potpourri			

LEVEL III

A. Description of Level III Coach

(1) A Level III coach must have an indepth knowledge of all aspects of the game.

(2) A Level III coach must be able to organize and conduct a year long program for a senior team.

(3) A Level III coach is capable of certifying Level I and Level II coach.

B. Prerequisites

(1) Candidate must possess a Level II certificate or its equivalent.

(2) Candidate must have coached a team for a minimum of 35 hours, 25 hours of which must be in a practice situation, after obtaining a Level II certificate. (Letters of verification required.)

(3) Candidate must possess or must have possessed a minimum of a "Local" umpiring rating.

(4) Candidate must have read manual prior to the clinic.

(5) Candidate must be at least 21 years of age.

C. Length of Course

Total 26 hours - Sessions - 24 hours
Practical Exam - 1 hour
Written Exam - 1 hour.

D. Cost of Course (Subject to Change by Provincial Association)

$20.00

E. Evaluation - 2 Hours

Candidate must have at least a total grade of 75% to be granted a Level III certificate.

(1) Practical Exam - weight of 60% of mark.

(1.1) Analyze and correct team play and positional play of individual players during a demonstration game (the game may be live or on video).

(1.2) Coach advanced skills to a group of players on a given topic from the examiner.

(2) Written Exam - weight of 40% of mark.

Note: Candidate must achieve 85% on their practical exam and 65% on their written exam.

F. Examiners

Individual(s) selected by a Coaching Committee who have obtained a Level IV or V certificate or their equivalent.

G. Validity Period of Level III Certificate

The Level III certificate is valid for a period of three years and may be renewed by attending a refresher course.

H. Award

The successful candidate will receive a pin and a certificate.

LEVEL III CERTIFICATE

CONTENT	OBJECTIVE OF CANDIDATE	DISSEMINATION OF MATERIAL	TIME (HOURS)
A. Advanced skills. Reverse stick. Feinting.	1. Demonstrate these advanced skills. 2. Teach these advanced skills. 3. Recognize and correct faults evident when these advanced skills are executed.	1. Instructor - explain - demonstrate 2. Candidate - participate	1/2
B. Advanced dodges and tackles. Dodges. Scoop. Reverse stick. Pull back. Tackles. Left hand lunge. Jab.	1. Demonstrate these advanced dodges and tackles. 2. Teach these advanced dodges and tackles. 3. Recognize and correct faults evident when these advanced dodges and tackles are executed.	1. Instructor - explain - demonstrate 2. Candidate - participate	1 + 1/2
C. Advanced passing patterns. Reverse. Drop. Interchanging.	1. Demonstrate these advanced passing patterns. 2. Teach these advanced passing patterns. 3. Create passing patterns by combining different basic and advanced directional passes.	1. Notes 2. Instructor - explain - demonstrate 3. Candidate - participate	1

CONTENT	OBJECTIVE OF CANDIDATE	DISSEMINATION OF MATERIAL	TIME (HOURS)
D. Advanced strategies for special situations.			
Bully.	1. Demonstrate the advanced tactics a player could execute. 2. Explain the strategies of these tactics.	1. Notes 2. Instructor - explain - demonstrate 3. Candidate - participate	2
Free hit.	1. Organize players into strategical free hit positions both offensively and defensively. 2. Explain the strategies behind these free hit positions.		
Roll-in/ Push/in.	1. Organize players into strategical roll-in/push-in positions both offensively and defensively. 2. Explain the strategies behind these roll-in/push-in positions.		
Penalty corner and corner.	1. Organize players into strategical penalty corner and corner positions both offensively and defensively. 2. Explain the strategies behind these penalty corner and corner positions.		

CONTENT	OBJECTIVE OF CANDIDATE	DISSEMINATION OF MATERIAL	TIME (HOURS)
Penalty bully/ Penalty stroke.	1. Demonstrate the advanced tactics a player could execute. 2. Explain the strategies behind these tactics.		
E. Positional skills and tactics.	1. Relate the skills to be emphasized in each position both offensively and defensively. 2. Discuss the tactics to be emphasized in each position both offensively and defensively.	1. Notes 2. Instructor - explain - demonstrate 3. Candidate - participate	2
F. Practices for game situations.	1. Plan a practice that incorporates the skills to be used into game-like situations. 2. Organize large or small groups into game-like practice situations. 3. Create practice situations that emphasize total game play.	1. Notes 2. Instructor - explain - demonstrate 3. Candidate - participate 4. Discussion	1

CONTENT	OBJECTIVE OF CANDIDATE	DISSEMINATION OF MATERIAL	TIME (HOURS)
G. Advanced goal-keeping tactics.	1. Demonstrate positioning in relation to the goal post. 2. Demonstrate the technique of stopping a ball that is bouncing. 3. Describe the tactids on moving out to clear. 4. Explain how a goalkeeper can initiate the attack.	1. Notes 2. Instructor - explain - demonstrate 3. Candidate - participate 4. Discussion	1 + 1/2
H. Promotion.	1. Relate services that are available that assist in the development of amateur sports. 2. Communicate the game to non-field hockey populations. 3. Create and organize projects that would promote the game of field hockey.	1. Notes 2. Lecture 3. Discussion	2
I. Analysis of game films.	1. Analyze team play and adjust team practices to meet these needs. 2. Adjust a team's offense to more efficiently attack an opponent's formation. 3. Learn new methods of executing a skill. 4. Communicate these observations to the team	1. Film Analysis 2. Lecture 3. Discussion	1 + 1/2

CONTENT	OBJECTIVE OF CANDIDATE	DISSEMINATION OF MATERIAL	TIME (HOURS)
J. Analysis of each position.	1. Analyze individual techniques and adjust practices to meet these needs. 2. Learn new methods of executing a skill. 3. Communicate these observations to each player.	1. Film Analysis 2. Lecture 3. Discussion	1
K. Charting.	1. Relate various methods of charting a game. 2. Devise a charting method of objectively analyzing the strokes, tactics and team work that occur during a game.	1. Lecture 2. Discussion	3/4
L. Training and conditioning of advanced players.	1. Relate the most efficient methods of conditioning advanced players. 2. Determine the intensity that a conditioning program should prescribe.	1. Notes 2. Lecture 3. Discussion	3/4

CONTENT	OBJECTIVE OF CANDIDATE	DISSEMINATION OF MATERIAL	TIME (HOURS)
M. Audio-visual material.	1. Relate the variety of A-V equipment that is available. 2. Secure A-V materials that will be of assistance to a coach. 3. Determine which A-V equipment would best work for a certain situation.	1. Lecture 2. Discussion 3. Display	2
N. Coaches relationship with associates.	1. Communicate with groundsmen, assistant coaches, managers, umpires, and/or anyone else who either directly or indirectly assists in the development of a team. 2. Understand the responsibilities that these associates feel they have.	1. Lecture 2. Discussion	1
O. Motivating the athlete.	1. Recognize a situation where the athlete needs motivating. 2. Understand how an individual becomes motivated. 3. Relate factors that have a motivating effect on athletes. 4. Create innovative techniques to motivate an athlete.	1. Notes 2. Lecture 3. Discussion	1 + 1/2

CONTENT	OBJECTIVE OF CANDIDATE	DISSEMINATION OF MATERIAL	TIME (HOURS)
P. Conducting a Level I and II Certification course.	1. Organize and conduct a C.W.F.H.A. Level I and II certification course. 2. Examine candidates.	1. Notes 2. Lecture	4
Q. Potpourri.			

LEVEL IV

A. Description of Level IV Coach

(1) A Level IV coach must be capable of coaching or assisting with the coaching of a national team and/or national team level players.

(2) A Level IV coach must possess an innovative approach to the game and should be a leader in the coaching field in Canada.

(3) A Level IV coach is capable of certifying Level I and II coaches.

(4) A Level IV coach is capable of certifying Level III Coaches in conjunction with another Level IV coach.

B. Prerequisites

(1) Candidate must possess a Level III certificate or its equivalent.

(2) Candidate must have coached a team for a minimum of 60 hours in a practice situation after obtaining a Level III certificate. (Letters of verification required.)

(3) Candidate must possess or must have possessed a minimum of a "C" umpiring rating.

(4) Candidate must have prepared a paper on some aspect of the game and must have submitted it to the instructor prior to the clinic. The

topic of the paper must be approved by the instructor.

(5) Candidate must have read manual prior to the clinic.

(6) Candidate must be at least 24 years of age.

C. Length of Course

Sessions - 31 hours.

Practical Exam - 1 hour.

Written Exam - 2 hours.

D. Cost of Course

$25.00

E. Evaluation - 2 Hours

Candidate must have at least a total grade of 75% to be granted a Level IV certificate.

(1) Practical Exam - weight of 50% of mark.

(1.1) Coach young beginners through a series of progressive skills.

(1.2) Coach advanced players on a given topic from the examiner.

(1.3) Coach during a full game (either actively throughout the game or at the completion of the game).

(2) Written Exam - weight of 35% of mark.

(3) Paper - weight of 15% of mark.

Note: Candidates must achieve 80% on their practical exam, 70% on their written exam, and 65% on their paper.

F. Examiners

Individuals selected by a Coaching Committee, who have obtained a Level V Certification or its equivalent.

G. Validity Period of Level IV Certificate

The Level IV Certificate is valid for a period of three years and may be renewed by attending a refresher course.

H. Award

The successful candidate will receive a pin and a certificate.

LEVEL IV CERTIFICATE CONTENT

CONTENT	OBJECTIVE OF CANDIDATE	DISSEMINATION OF MATERIAL	TIME (HOURS)
A. Review.	1. Execute all strokes, dodges, tackles, ball reception and goalkeeping. 2. Recognize and correct faults evident when the above skills are executed. 3. Explain thoroughly team positions for offense and defense in special situations. 4. Explain and illustrate principles of passing. 5. Describe progressive practices for a skill. 6. Suggest a variety of ways of practicing a combination of skills.	1. Instructor - explain - demonstrate 2. Candidate - participate 3. Discussion	5 +

CONTENT	OBJECTIVE OF CANDIDATE	DISSEMINATION OF MATERIAL	TIME (HOURS)
B. Goalkeeping.	1. Demonstrate the stance of a goalkeeper while stationary and moving. 2. Explain the concept of "covering the angles" for various strokes. 3. Demonstrate the stopping and/or clearing skills, including those using the stick and hand. 4. Describe different tactical situations of a goalkeeper. 5. Progressive skills practices for goalkeepers.	1. Instructor - explain - demonstrate 2. Candidate - participate	1 + 1/2
C. Practices for the team as a whole.	1. Organize a team into situations where the offense works with the defense or against the defense.	1. Instructor - explain - demonstrate 2. Candidate - participate	1 + 1/2
D. Team tactics.	1. Discuss team formations with respect to strengths and weaknesses. 2. Recognize and act upon different team tactics of opponents.	1. Instructor - explain - demonstrate 2. Candidate - participate 3. Lecture, visual aids 4. Discussion	5

CONTENT	OBJECTIVE OF CANDIDATE	DISSEMINATION OF MATERIAL	TIME (HOURS)
E. Team cohesiveness.	1. Discuss situations that develop team unity. 2. Describe practice situations that emphasize team cohesiveness. 3. Recognize team conflicts that may occur and suggest ways of alleviating problems. 4. Discuss ways of communicating with the team and the individual.	1. Notes 2. Lecture 3. Discussion	1 + 1/2
F. Evaluating player performances.	1. Administer simple physiological tests to players and analyze results. 2. Observe and evaluate a player's technique in terms of mechanical principles. 3. Discuss the values of psychological tests on individuals and teams.	1. Notes 2. Lecture 3. Discussion	6
G. Field hockey research.	1. Discuss and evaluate the areas of research that have been studied in field hockey. 2. Apply suitable research material to the game. 3. Suggest areas for future research.	1. Lecture 2. Discussion	2

CONTENT	OBJECTIVE OF CANDIDATE	DISSEMINATION OF MATERIAL	TIME (HOURS)
H. International field hockey organization	1. Explain the involvement of the Canadian Association in international hockey. 2. Discuss international field hockey affairs.	1. Notes 2. Discussion	1
I. Promotions	1. Recognize the responsibilities of a coach as a promotor of the game.	1. Lecture 2. Discussion	1
J. Paper presentation.	1. Write a concise, original paper on some aspect of the game and be prepared to defend it, (maximum ten typewritten pages).		
K. Conducting Level I, II and III Certification Courses.	1. Organize and conduct Level I, II, and III certification courses. 2. Examine candidates.	1. Notes 2. Lecture	5
L. Potpourri.			

APPENDIX E

COACHING CERTIFICATION CLINIC

EVALUATION FORM

Administration

1. Did you receive adequate information prior to the clinic? YES NO
   COMMENT:

2. Was the length of the clinic suitable? YES NO
   COMMENT:

3. Was the time of year suitable to you? YES NO
   COMMENT:

4. Were the facilities for the clinic suitable? YES NO
   COMMENT:

5. Did you feel the prerequisites were suitable? YES NO
   COMMENT:

6. Did you feel that there was enough free time to review notes, exchange ideas, and just relax? YES NO
   COMMENT:

Content

1. Was the content of the course clearly outlined prior to the clinic? YES NO

   COMMENT:

2. Did you have any preconceived ideas of what you were going to get out of the clinic and were they met? YES NO

   COMMENT:

3. Did you feel that the content was covered thoroughly? If NO, what areas would you emphasize or de-emphasize? YES NO

   COMMENT:

4. Did you feel that each session was informative to you? If NO, please comment. YES NO

   COMMENT:

Evaluation Procedures

1. Did you feel adequately prepared for writing the exam? YES NO
   COMMENT:

2. Did you feel you were given sufficient time to complete the written exam? YES NO
   COMMENT:

3. Did you feel that the questions on the written exam tested your knowledge and understanding of the game? YES NO
   COMMENT:

4. Do you feel that having the practical evaluation no sooner than two months after the clinic is a good idea? YES NO
   COMMENT:

5. Do you feel that the format for the practical evaluation was adequately explained to you? YES NO
   COMMENT:

Presentation

1. Were the methods of presentation suitable for each session? YES NO

   COMMENT:

2. Did you feel that adequate opportunities to express your opinions were available? YES NO

   COMMENT:

Manuals

1. Did you find that reading the manual prior to the clinic was of benefit to you? YES NO
   COMMENT:

2. Did you feel that the manual was a good guide as to the material that was covered? YES NO
   COMMENT:

3. Do you feel that the manual will act as a good reference source when you coach? YES NO
   COMMENT:

4. Do you feel that the manual includes all areas covered by the clinic? YES NO
   COMMENT:

Conducting Clincs

1. Do you feel you have been adequately prepared to conduct a clinic? YES NO

   COMMENT:

2. Do you feel that all participants should be instructed in how to run clinics? If NO, do you feel that this material should be covered after the participant has obtained a certificate? YES NO

   COMMENT:

GENERAL COMMENTS